DOCUMENT RESUME

ED 292 374 HE 021 238

TITLE	Proceedings of the University of Wyoming Trustee Symposium (Jackson, Wyoming, August 3-6, 1986).
INSTITUTION	Wyoming Univ., Jackson.
PUB DATE	Aug 86
NOTE	23p.; For related document, see HE 021 237.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*College Faculty; Conferences; Futures (of Society); Graduate Study; *Higher Education; *State Universities; Trustees; Undergraduate Study
IDENTIFIERS	*University of Wyoming; Wyoming

ABSTRACT

The 1986 University of Wyoming Trustees Symposium examined five broad topics. Keynote speakers and topics are as follows: "An Introduction to the University of Wyoming" (Donald L. Veal); "What Is a University and What Is Its Role in Society?" (Walter Eggers); "Challenges for Universities in the Decades Ahead" (Jack H. Schuster); "Alternatives for Dealing with the Challenges" (Janice H. Harris); and "Where Do We Go from Here?" (Walter Eggers). Recommendations include the need to: strengthen the curriculum in education, develop a statewide system of higher education, concentrate on faculty development via better working conditions and recognition; improve communications among students, faculty, administrators, and trustees within the university; and consolidate programs. Summaries of the group discussions and brief biographies of each participant, including the University of Wyoming Trustees, are included. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PROCEEDINGS

University of Wyoming

TRUSTEE SYMPOSIUM

August 3 - 6, 1986

Jackson, Wyoming

ED292374

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University of Wyoming

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 021 238

BEST COPY AVAILABLE

PROCEEDINGS

University of Wyoming

TRUSTEE SYMPOSIUM

August 3 - 6, 1986
Jackson, Wyoming

Trustees of the University of Wyoming hosted a symposium in Jackson, Wyoming August 3-6, 1986 examining five broad topics:

- "An Introduction to the University of Wyoming"
- "What Is a University and What Is Its Role in Society?"
- "Challenges for Universities in the Decades Ahead"
- "Alternatives for Dealing with the Challenges"
- "Where Do We Go from Here?"

Invited participants included University of Wyoming Trustees, faculty, and administrators, legislators, state and national college and university presidents, business people, correspondents, and school administrators. A list of participants is part of these proceedings.

Each major topic was introduced by a keynote speaker, then was discussed further in small group sessions. Following are abstracts of the introductory statements and group discussions.

Session One - An Introduction to the University of Wyoming

Keynote Speaker: *Dr. Donald L. Veal, President, the University of Wyoming*

If the University of Wyoming can be described in one word, that word would be "unique." The University of Wyoming was a territorial university before it was our state's university. It is required by the Wyoming constitution and state statutes to provide education for Wyoming students as nearly tuition-free as possible. Wyoming is the only state in the union with a single four-year degree-granting institution.

The primary objective of the University of Wyoming remains unchanged from its founding--to provide a quality educational experience for the men and women attending and to serve the citizens of Wyoming through comprehensive research, extension, and public service programs. Fundamental ideals of the institution are in intellectual, societal, and cultural achievement coupled with economic development and diversification. One challenge facing the University is to enlarge upon those ideals by finding ways to enhance learning for all students in all aspects of the University while tying the life and vitality of the institution more closely with the economy of Wyoming, the nation, and the international community.

The University of Wyoming is composed of seven colleges and a graduate school, has an enrollment of some 10,000 students, and is fully accredited by the North Central Association of Colleges and Secondary Schools and numerous other discipline-specific agencies. Degrees are offered in more than 130 major fields of study. Master's degrees may be pursued in virtually every department of every college, excluding law. Doctoral degrees may be earned in 54 areas. Admission is open to all graduates of accredited Wyoming high schools and to selected out-of-state students. There are 822 budgeted faculty, 90 percent of whom received one or more degrees from other academic institutions. The

University of Wyoming has 3,053,500 square feet of space in 81 academic buildings and over 1,400,000 square feet of space in non-academic buildings. Fifty-three percent of the buildings are less than 25 years old. Statewide, UW has 115,000 acres of land, most of which came to the University under the original land-grant legislation. Budgets coming to the University in four sections total $315.5 million, of which about half comes from the state general fund.

For a full century, the state has demonstrated a very serious commitment to all levels of education, from the public schools through the community colleges and the University. Strengthening that commitment and building additional linkages with business, industry, and agriculture both within and outside Wyoming are going to be very important components in the economic development and diversification of our state. We must strengthen both our teaching and our research bases so that we have more to offer as we develop new partnerships with business, industry, and agriculture. The University does have an element of isolation; therefore, we must be conscious of the danger of providing students a limited perspective on the world. We must project a larger view of a global community in our teaching and research endeavors.

Challenges before the University include developing a comprehensive plan for the delivery of higher education in Wyoming, assessing needs, and addressing the needs identified. A statewide telecommunications net will be central to our success. In addition, we must develop a process to understand how priorities are developed and established. Then we must determine which programs will be pushed to excellence, which will be maintained, and which will be put aside. We must preserve and advance the quality of the University by keeping and attracting the proper caliber of faculty and staff. In short, we must balance the important activities of delivering proper higher education with contributing to the long-term economic development and diversification of Wyoming.

Reports of Discussion Groups

Group A - Report Presented by Dr. Nancy Lee Stanton, UW Associate Professor of Zoology and Physiology

The University and the people of Wyoming should broaden their perspectives on higher education. There should be a continuum between the university and the community colleges to reduce overlap and make more educational resources available to the people of the state.

Does the open admissions policy at the University compromise quality and does it dilute resources? Perhaps, but as the only four-year state institution, the University has few alternatives. We must

recognize that tension always exists between philosophies of selective versus open admissions. All universities struggle with this juxtaposition. Large, "rich" universities struggle less than small, "poor" ones. UW must make a conscious choice within this framework. The community colleges could buffer some of the impact of open admissions. Selective criteria could and are being imposed in programs on campus (e.g., the Honors Program and various professional programs). We must preserve the egalitarian nature of the University of Wyoming without diluting its quality.

The legislature appears to trust the University, but there is little evidence of statewide, long-range planning for all of higher education. What is the long-term perspective for higher education within Wyoming?

Other questions worthy of consideration include: What is the personality of UW? How good is it? With whom do we compare ourselves? If we are good, why do so many students exit the state for their higher education? The University of Wyoming needs a strong presence across the state. UW needs to communicate to communities that good scholarship exists in Laramie and throughout Wyoming. Telecommunications, radio, and personal representatives of UW in communities are options. However, UW has connections at national and international levels which appear to dilute its presence throughout the state. There appears to be a lack of identity, an absence of wholeness.

Group B - Report Presented by Dr. Brian Miracle, University of Wyoming Trustee from Lander

Tough years are ahead because of the budget and population constraints. Quality, not comprehensiveness, at the University of Wyoming is important. There will be no other four-year institution in the foreseeable future, but we can have contractural arrangements with the various community colleges. If the University doesn't make every effort to implement contractual arrangements, outside universities may be coming into the state to fill the gaps.

There is considerable misunderstanding over the relationships between teaching and research. Most simply put, unless research takes place by the faculty doing teaching, good teaching will not take place.

There was agreement that the University of Wyoming can not be all things to all people of the state. The University first must meet the needs of Wyoming students. This can be accomplished through outreach programs. There also is a need to attract well-known individuals to the institution. Programs that are acclaimed achieve that status because of individuals conducting the programs.

Group C - Report Presented by David L. Baker, Special Assistant to the President at the University of Wyoming

There is a problem with the perception of the University's role of leadership in relation to the community colleges. There is something of a "love-hate" relationship among and between the institutions, but progress has been made.

Though generous and supportive, the Wyoming legislature sees the University in some respects as a juggernaut which could go out of control.

There are distinct differences in media coverage of athletics and academics, leading to intensive discussions on the proper role of athletics at the University. The faculty self-image is that there is not enough direct input to the Trustees and there is a concern that the open admissions policy will result and diluted quality.

There is a continuing concern that the complexity of the University may have programs and people spread too thinly and, consequently, that some programs may become mediocre.

Session Two - "What Is a University and What Is Its Role In Society?"

Keynote Speaker: *Dr. Walter Eggers*, symposium moderator and Dean of the University College of Arts and Sciences

Questions about the nature of higher education-- questions like "What is or what should be university education" require not answers but decisions. They are not philosophical but political questions to be answered by those who have the responsibility of leadership inside and outside the academy.

There is such a thing as the American system of higher education, recognized and valued as such by the rest of the world. We should take pride in the educational system we have established, as it embodies our democratic ideals. We should also take practical, political advantage of others' interest. We have strengthened the idea of liberal education by opening it up to a wide variety of students. We have likewise opened up the curriculum and the classroom. We have reconstituted education as a profession, and we have turned the attention of educators from the past to the present and the future.

We can sustain the American experiment in higher education by pushing past the conflicts which fill our professional literature and our discussions here at the syposium, conflicting emphases on the liberal arts versus professional education, teaching versus research, undergraduate versus graduate programs, and the like.

Group A - Report Presented by Senator Frank Prevedel, school administrator and Sweetwater County legislator

There is wonder as to what the University of Wyoming should be, especially in light of the transition to new leadership. Can the president change the course of the University? Who runs it? Who defines what we are or should be? The new president will have a great bearing as to directions of the University. What kind of basis will be established to hire the new president? Who actually does run the University? What are the political overtones? Can the president change the course of the University? Other questions that must be answered include: How good does the University want to be? In what areas does it want to excel? What resources does it have to achieve that excellence?

The University with all its constituencies goes far beyond Cardinal Newman's idea of higher education. This university must serve all its constituencies since it is the only degree-granting institution in the state. Resource restrictions force decision-making. The University must decide where it wants to excel, recognizing it cannot be all things to all people in a time of declining resources.

The University, because of its uniqueness, is in a position to affect what happens in the state. The University, therefore, must broaden its approach to newly emerging markets such as older students. Corporations are moving away from universities; hence, we must take our services to them.

Group B - Report Presented by Lynn O. Simons, State Superintendent of Public Instruction

The University should allow its students to grow to achieve all they can in reaching their goals and potentials. We must recognize that education is more than just a classroom experience. There must be broad experience for the students and the student must be exposed to a wide ranges of ideas.

Is the University an expression of society at large or of local conditions? Does the University move us to something further? Can we expect the University to assert that we will not be a colony any longer? The University doesn't seem to have a clear sense of itself, therefore, whose values does the University reflect?

The Trustees determine which students shall enter, fulfill the statutory requirements, and make avaliable the facilities. What can we expect from the students and at what point should they be excluded from continuing in school?

Group C - Report Presented by Senator Tom Stroock, Wyoming businessman and Natrona County state senator

The University can be defined any way you want, as an entity, as programs, as people, as a collection of colleges. The role of the University also can be narrow or broad. The more important distinctions come in defining the difference between students and pupils. A pupil is one who is taught, while a student is one who is willing to learn. Other contrasts shaping the University include the isolation of the campus in Laramie versus being in a large, metropolitian area, and athletics versus scholarship.

We realize the need for a liberal education across disciplines and acknowledge there is a place for teaching and a place for research. We arrived at no clear-cut answers as to the broad questions of the nature of a university and its role in society. Clearly, the University of Wyoming must continue to strive to be all that it can be in meeting the needs of Wyoming and its students.

Session Three - "Challenges for Universities in the Decades Ahead"

*Keynote Speaker - **Dr. Jack H. Schuster**, Professor of Education and Public Policy, Claremont Graduate School*

The quality of a university–any university, certainly not excluding the University of Wyoming–is measured by how well it accomplishes its basic missions: teaching, research, and especially for a public institution, public service. Thus, university quality is inextricably bound up with the quality of its faculty–their competencies and their commitment. The faculty–that is the university's major asset, not its physical plant, however handsome; not its administration, however adept; not its students, however talented; not its alumni, however loyal; and not its trustees, however dedicated.

This assertion does not denigrate in any way the importance of these other constituencies, but it points to a fundemental proposition: a university's most urgent priority must be to recruit and retain as talented a faculty as it is capable of doing. Without that capability, virtually anything of importance in which a university engages ultimately is doomed to mediocrity at best.

The University of Wyoming, like any college or university, must face up to several centrally important issues. Are working conditions for faculty adequate? Is faculty compensation adequate? What is the level of faculty morale? What is the prospect for recruiting highly talented young people onto the faculty? Note that faculty compensation is not the most important consideration. Few, if any, faculty members are attracted to academic careers because of the prospect for high compensation. Few would be so foolish. Although faculty compensation is not the most important consideration, a satisfactory level of compensation for faculty is nonetheless crucially important.

Resources are scarce. The economy is shaky. There are numerous legitimate claimants on the public purse. Cornucopias are in very short supply. So be it. But the challenge that faces the citizenry of Wyoming--the governor and other state officials, the legislators, the Trustees and University personnel--is, at base, twofold: Is there a sufficient vision for shaping a University to meet the multiple challenges in a rapidly changing world? And, crucial to that end, is there sufficient commitment, among all of the University's constituent groups, to develop--despite formidable barriers--a sufficiency of resources to enable the University, and its faculty, to meet their responsibilities?

Group A - Report Presented by Representative Patti MacMillan, Albany County legislator and Laramie businesswoman

Major emphasis of the discussion centered on the University climate as it relates to faculty. Key points raised were: the institution's fiscal flexibility, communication/shared governance, and changing needs and aspirations of faculty. These points were elaborated upon under the basic premise that the University is composed of colleges and departments with differing needs.

Additional flexibility for the University in expending state appropriations across line items can provide additional opportunities for the University, even with restricted resources. Similarly, there needs to be flexibility on campus for meeting the varying needs of individual faculty members and departments.

There is a necessity for enhanced two-way communication and greater participation by faculty in the decision-making process. It is especially important that the ablest and most respected faculty members find it attractive to engage in shared governance. As many decisions as possible should be made at the departmental level. There must be an understanding of the basic policies and rules used in allocation of resources across the University.

Faculty members are faced with individual changing needs and aspirations and with institutional changes. Faculty development programs should be formulated to re-tool faculty in the face of those changes.

Group B - Report Presented by Rich Jamieson, President of the Associated Students, University of Wyoming

Universities face many challenges and can be focused on everything from the individual to the entire world. Although this may seem like a continuum, we feel that the major challenge of the University of Wyoming is to turn out individuals who can participate in the global economy and who can reach their full human potential. The recognition of the global factors is key to the successful fulfillment of this challenge. That carries with it dealing with both an information age and development of the global economy.

There is wide-spread feeling that education was as delinquent as business in recognizing the emergence of the global economy. This deliquency also applies in the failure to adequately adapt to the information age. Education has not come to grips with the need to undergo fundamental restructuring to regain and maintain a world-class system ensuring that American students are well-prepared to compete with their counterparts in Japan, Korea, European countries, and other countries competing for economic dominance.

The key question is whether incremental change will be sufficient or whether the entire educational system needs to undergo a massive structural change. Underlying this restructuring must be the change in attitude toward education. Education must be broad-based and turn out individuals who have the ability to think as well as process the practical skills necessary to be a productive citizen.

Group C - Report Presented by Dr. H. Wells Singleton, Professor and Head of the University Department of Curriculum and Instruction

Three questions beg for a response from all who are involved in establishing future directions for a university, particularly the University of Wyoming:

To what degree should university trustees determine future directions for a university? While it is felt that input from a variety of sources is critical, trustees should play an intimate role in determining a specific set of goals. The vehicles for arriving at those goals become the task of a large constituency of faculty, students, administrators, legislators, and patrons. Institutional morale is necessarily directly associated with the establishment of goals and how such goals are reached.

To what degree should the university change direction to accommodate changing student and faculty markets? The university must refocus attention on life-long learning to accommodate an older, re-entry student population. With the help of advancing technologies, the University of Wyoming and the state must commit themselves to both the traditional and non-traditional students. This carries with it making the most of advancing technologies and questioning whether the entirely new approaches to delivery services are within the realm of the University's possibilities.

To what length should research go in advancing quality education in the future? To achieve greatness, any university must focus on both research and teaching since both are compatible and necessary. This university is in a unique position to focus on this by virtue of its excellent faculty and its position as the only state university. Hopefully, a strong commitment to research and teaching will emerge in the future plan of the University.

Session Four - "Alternatives for Dealing with the Challenges"

Keynote Speaker: Dr. Janice H. Harris, Professor of English and Director of the University Honors/Scholars Program

If one reviews the challenges--from shrinking financial resources to a lessening of the pool of teenagers to the need for a new approach and the freshman year--one recognizes that we, as a group, make decisions on different levels about different aspects of the challenges. We have a common goal and common concerns, but we each see the University from a different perspective. To an extent, that is proper.

If one does seek out the areas of commonality in our approaches to the challenges, one can set out these alternatives: We can, as a group, approach the upcoming challenges with the intention of taking some risks--or with the intention of being cautious. We can strive--through our activities--to strengthen our global perspective or devote our energies more strictly to Wyoming. We can decide to address the large question of the preparation of our students by remaining strict about our open admissions policy or by arguing for some strategy of heightened expectations. We can decide to continue to build collegiality and a sense of shared responsibility for the University of Wyoming or decide that our various levels of engagement with the University are distinct and should remain so.

Group A - Report Presented by Dr. Lattie F. Coor, President of the University of Vermont

Group participants identified several agenda items for further discussion and action both within and outside the University of Wyoming:

Develop a clear sense of mission starting with an identification of the key elements differentiating the University of Wyoming from the other universities. What is the mission of the University of Wyoming?

Take a stance toward the question of risk-taking. How much risk-taking is the University willing to tolerate? In times of adversity and uncertainty about the future, is it time to maintain a low profile or to decide how much risk-taking is desirable?

Strengthen the relationships between the University of Wyoming and Wyoming community colleges, working toward the prospect of a common system. Work on articulation between the institutions and activate economic development projects.

Give recognition to the distinctive personalized nature within the University--faculty to faculty, student to student, faculty to student, and student to faculty.

Prepare for new and emerging markets by defining the admissions policy, coordinating with community colleges, and establishing a common first year as a threshhold to the upper division courses.

Attend to the needs of faculty in areas of compensation and better defining the faculty role in governance.

Develop a relationship between the private sector and the University to broaden the base of financial support.

Work out a division of labor among the key parties: legislature, Trustees, administration, and campus-based constituencies, particularly faculty. Decide on the locus of decision-making.

Adopt a mechanism that moves authority out of the state legislature and places responsibility and accountability with the UW Trustees. We have too many areas on campus detracting from excellence. Given the present state of the economy, this is an ideal opportunity to consider how to bring about long overdue changes in programming.

Group B - Report Presented by Dr. Ralph DeVries, University Vice President for Research and Graduate Studies

The degree of faculty shared governance varies across departments. Unfortunately, the less productive faculty seem to want to share governance more than those highly involved in instructional and professional activities. Shared governance is only effective with informed faculty. Breaking down barriers between horizontal levels is essential.

The question before the group was how to determine where the University of Wyoming should be headed and what the decision-making process should be. In the corporate model, goal-setting begins at the bottom with contributions and ideas from everyone, in this case the faculty. Ideas move upward through department heads, deans, the president, and trustees–all along the way being refined and articulated.

A second area relates to how the University holds itself out to the public. A public university must have public support, no less than businesses and corporations. This necessarily requires a marketing plan that begins with establishment of an institutional identity, a definition of who the constituents are, a determination of what vehicles can be used most effectively to communicate the messages, and then delivery of the messages.

Listening needs to be a significant part of the governance, direction, and service of the University. In governance, the communication from and with the Trustees, faculty, administrators, legislators, and citizens needs to be two-way with advice not only going in but reasons for decisions flowing back.

Listening also needs to form curriculum changes in the future. The University needs to listen to students rather than to unilaterally force them to fit the system. We must encourage students to be learners, not merely course-takers enroute to degrees.

Finally, the University as a servant of the people of Wyoming must develop methods of listening to the people as the mission, vision, goals, and objectives of the University are formed. A promise for this lies in the idea of a two-way audio link in the proposed statewide telecommunications system.

Group C - Report Presented by Ford T. Bussart, University of Wyoming Trustee from Green River

The group articulated the following as concerns to be addressed in answering the question: What are altenatives for addressing the challenges to be faced by universities in the years ahead?

Some integration of Wyoming's system of higher education (the University of Wyoming and Wyoming's seven community colleges) to include: core curriculum, uniformity in program offerings, outreach enhancement including the use of telecommunications and other technological innovations, and placing an emphasis on remediation at the community college level.

Definitive goal-setting and formulation of a mission statement by the University of Wyoming Trustees.

Recruitment and retention of the best faculty, even in the contemporary setting of budget retrenchments at the state and federal levels.

Concluding Session - "Where Do We Go From Here?"

Session Leader: **Dr. Walter Eggers,** symposium moderator

Discussion centered on the following ideas and concerns articulated earlier in the symposium:

Strive for a state-wide telecommunications system as a vehicle for better taking University courses, programs, and missions to the people of Wyoming.

The mission and identity of the University of Wyoming must be articulated to various UW units and to constituencies across Wyoming. Though the missions and goals of the University have been established, they have not been effectively communicated to individuals in the state and the institution.

Within the University, improve communication among students, faculty, administrators, and Trustees.

The Faculty Senate, Staff Council, and student government (ASUW) all have representatives at all Trustees meetings. Those representatives can address the Trustees on behalf of their groups. Trustees meetings are open to the public and anyone can attend. However, faculty seem reluctant to attend the meetings or to speak out during the

business or committee sessions. Trustees have visited departments and colleges and have been available at designated times to visit with faculty members on a one-to-one basis. In addition, Trustees have attended Faculty Senate meetings. Despite advance publicity given these opportunities for direct Trustee-faculty involvement, few faculty members have participated.

It appears that UW faculty members are reluctant to be involved in shared governance. This perhaps explains poor attendance by faculty at Faculty Senate meetings. Dialogue needs to take place between Faculty Senate members and administrators to open and expand channels of communication. Informal forums rather than formal sessions would be a good way to start, as would task force groups where Trustees, administrators, and faculty work collegially on projects.

While faculty can go to Trustees individually at any time, it was acknowledged that more can be gained by using established channels of communication and administration. A structure for taking recommendations and concerns from the faculty through the Faculty Senate through the administration to the Trustees is in place. Emphasis must be on making that structure work, not in building a new and separate structure.

An answer to more meaningful faculty participation in the governance of the University may be found in making the Faculty Senate more representative. Faculty leaders must revitalize the Faculty Senate so that it provides a representative voice across all colleges.

Concentrate on faculty development through improved salaries, working conditions, and recognition.

There will always be differentials in salaries depending on the supply and demand of various fields. However, the University of Wyoming must continue its efforts to keep overall salaries highly competitive. This carries with it identifying institutions with which UW must compete for the most talented young faculty. Attention also must be paid to maintaining the best possible working conditions and to giving proper recognition for faculty efforts. Salaries, alone, are not the determining factor in attracting and retaining faculty. Support budgets, space, teaching loads, research opportunities, equipment, and benefit packages are equally important.

Strengthen University of Wyoming contributions to Wyoming's economic development and diversification

The state needs the ideas of UW faculty, especially in regard to economic development and diversification. Unfortunately, many of the faculty are detached from the state and even from the city of Laramie. Some faculty seem "tuned out" from the state. This isolation must be overcome. This means developing a model for more effectively interfacing faculty expertise with the needs of public agencies and other entities in Wyoming. Other land-grant institutions have developed such a mechanism, but no process is in place at the University of Wyoming.

Develop a state-wide system of higher education.

In having only one four-year degree-granting institution, Wyoming has an opportunity to avoid the mistakes of duplication and overbuilding that have confounded other states. To make the most of that opportunity, there must be closer articulation between the University and the community colleges, particularly in areas of curricula and academic outreach.

Strengthen the curriculum in Education.

Nationwide there is a reform movement regarding the structuring of teacher education. It is being suggested that a fifth year be added on top of a four-year liberal arts program. Education majors should not be eliminated, but their curriculum should be expanded. The undergraduate education major curriculum needs to be improved and professionalized. Teacher education should be the concern of all faculty. All faculty contribute to the education of our teachers, yet not all faculty admit that they are responsible for teacher education.

Consolidate programs.

The University of Wyoming clearly cannot be all things to all people. At present, UW offers nearly 150 major programs. These need to be consolidated as we seek quality, not quantity.

Additional recommendations.

Wherever possible, we should sustain and develop centers of excellence at the University of Wyoming. Work toward a common first-year curriculum in conjunction with Wyoming community colleges. Overcome parochialism by strengthening the international dimension of the University of Wyoming. Continue to seek additional budget flexibility so UW can react to unforeseen opportunities. Focus on the

needs of both the traditional and the non-traditional student. Expand student recruitment and UW fund-raising. Make the University honors program the best in America. Improve student advisment. Continue to employ the most talented, best qualified faculty and administrators.

NATIONAL PARTICIPANTS

Dr. Philip E. Austin - Is the 11th president Colorado State University, assuming that position in 1984. Prior to that, Austin was provost and vice president for academic affairs at Bernard Baruch College in New York. Austin has a bachelor's degree and a master's degree in agricultural economics from North Dakota State University. He also earned a master's degree in economics and a Ph.D. degree from Michigan State University. He was awarded an honorary doctorate degree by Autonomous University of Guadalajara, Mexico.

Dr. Lattie F. Coor - Has been president of the University of Vermont since 1976. He holds positions in the Vermont Higher Education Council. Before moving to Vermont, he was assistant to the governor of Michigan and a faculty member at Washington University. He also held a number of administrative positions at Washington University.

Victoria du Pont - Born in New York and raised in California, she earned a B.A. degree in fine arts from Indiana University. She began her own jewelry and design business in Wilmington, Delaware, 10 years ago and later moved the business to Jackson. She currently is designing pieces for the Franklin Mint. Her work, which emphasizes precious metals and gem stones, has been exhibited in individual shows on the East Coast, on the West Coast, and in Jackson. Galleries in Philadelphia and Santa Fe exhibit her work year around.

John Herbers - Holder of a B.A. degree from Emory University, he pursued graduate studies at Harvard. He was named national correspondent of *The New York Times* in February, 1978, after several years as a reporter and editor in Washington and New York. Using the newspaper's Washington bureau as a base, Herbers reports on politics, urban affairs, state and local government, the census, and other topics of national importance both in and out of the nation's capitol. His fourth book - "The New Heartland: America's Flight Beyond the Suburbs and How It's Changing Our Future" - will be published in October, 1986.

Charles M. Palmer - Director of corporate communications at the LTV Corporation, Dallas. A Fortune 500 company, LTV is the second largest steel maker and one of the leading aerospace/defense manufacturers in America. Palmer holds a bachelor's degree from the University of Nebraska and is vice chairman of the Curriculum Advisory Council for the Southern Methodist University Center for Communication Arts. His career spans radio and television news management, various governmental executive positions in Washington, D.C., and corporate communications.

Dr. Jack H. Schuster - Professor of education and public policy at the Claremont Graduate School. He is co-author of a recent book titled "American Professors: A National Resource Imperiled." Formerly the assistant to the chancellor at the University of California-Berkeley and an administrative assistant to Congressman John Brademas of Indiana, he holds a B.A. degree from Tulane University, a J.D. degree from Harvard, an M.A. degree from Columbia, and a Ph.D. degree from the University of California-Berkeley.

STATEWIDE PARTICIPANTS

Donald R. Anselmi - A Rock Springs native long active in business, civil affairs, and politics at the state and national levels. As president of the 100-unit Outlaw Inn in Rock Springs, he has been a director of the American Hotel and Motel Association and president of the Colorado-Wyoming Hotel and Motel Association, which named him "Man of the Year" in 1976. He now divides his time between Jackson and Rock Springs.

Dr. Terry Brown - Became president of Western Wyoming College in Rock Springs in July, 1985. He earned the B.A. and M.A. degrees at Pacific Lutheran College, Tacoma, Washington, then the M.S. and Ed.D. degrees at Oregon State University. He acquired extensive experience in the teaching of science in public schools prior to moving into the administrative field. He was vice president of Lassen Community College, Susanville, California, from 1978 to 1981 and president of Yakima Valley College, Yakima, Washington from 1981 until he accepted the Western Wyoming College presidency.

Sen. Clifford P. Hansen - One of Wyoming's most distinguished citizens, he has served as United States Senator, Governor, President of the University of Wyoming Trustees, and member of the UW Foundation. He is the only person to be awarded an honorary degree from the University of Wyoming along with the UW Alumni Association's Medallion Service Award and Distinguished Alumnus Award. Now retired from public life, Hansen ranches in the Jackson area. He currently is serving as honorary national chairman for the UW Centennial Campaign.

Richard G. High - Editor of the *Casper Star-Tribune* and senior editor of Howard Publications. After receiving an undergraduate degree in history and English from Yale College, he attended the Stanford Graduate School of Business as a Sloan Fellow and received a M.S. degree in management in 1978. He has won numerous writing awards and was a Pulitzer Prize nominee in 1985.

Rep. Patti MacMillan - An Albany County legislator and Laramie businesswoman. She earned a bachelor of science degree in business education from the University of Wyoming and is completing her fourth two-year term in the Wyoming House of Representatives. She has served on the School of Nursing advisory committee and chairs the Corporations Committee of the Wyoming House of Representatives. She also serves on the Education Committee.

Edward P. McCarthy - President of the Board of Trustees for Casper College, the largest community college in Wyoming. He is a Casper insurance agent and a former state representative from Natrona County. A UW graduate, he has been honored several times for outstanding community service and has been nominated for recognition as one of the outstanding young men of America.

Sen. Frank Prevedel - A school administrator and Sweetwater County legislator. He received a bachelor of arts degree from the University of Wyoming and a master of arts degree from the University of Denver. He is completing his first term in the Wyoming Senate and serves on the Senate Education Committee. He is a member of the Western Interstate Commission on Higher Education and the Wyoming and American Associations of School Administrators. He is former chairman of the Western Wyoming College board of trustees.

Sen. Thomas F. Stroock - A prominent Wyoming businessman who serves as a state senator from Natrona County. He is a graduate of Yale, past chairman of the Wyoming Higher Education Council, and past chairman of the Wyoming School Boards Association. Stroock also is past president of the Natrona County School Board and served on the steering committee for the Education Commission of the States. He recently endowed a professorship at the University of Wyoming. Stroock is co-chairman of the Joint Appropriations Committee.

UNIVERSITY OF WYOMING PARTICIPANTS

David L. Baker - Is Special Assistant to the President at UW. He has responsibilities for legal services, employment practices, affirmative action, and intercollegiate athletics. He holds both a B.A. and a law degree from the University of Louisville, where he also worked as university counsel.

Dr. Stephen L. Bieber - Associate Professor of Psychology and Statistics, he joined the UW faculty in 1979. He holds a master's and a doctorate degree from the University of California-Berkeley and a bachelor's degree from the University of California-Davis. Bieber won the Amoco Foundation Award for teaching excellence in 1982.

Dr. Ralph M. DeVries - Serves as UW Vice President for Research and Graduate Studies. Prior to that, he taught at Rochester University and was a researcher at the Los Alamos National Laboratory in New Mexico. He also worked two years in the White House Office of Science and Technology Policy in Washington,D.C. He was the Assistant Director for General Science under Reagan science advisor George Keyworth.

Dr. Janice H. Harris - Is an Associate Professor of English and Director of the UW Honors/Scholars program. She has been at UW since 1970. Harris holds a B.A. degree from Stanford University and a Ph.D. degree from Brown University. She currently is a member of the UW Coalition for Academic Success.

Dr. Robert Houston - Now serves as Acting Vice President for Academic Affairs. He received the George Duke Humphrey Distinguished Faculty Award in 1984, recognizing a teaching career extending back to 1953. He holds a bachelor's and a master's degree from North Carolina State College and a Ph.D. degree from Columbia University. The long-time head of the UW Department of Geology, he twice has been chairman of presidential search committees.

Dr. Randolph V. Lewis - Associate Professor of Microbiology and Biochemistry, he received the 1986 Burlington Northern Award for scholarly work. A native of Cody, Wyoming, he earned his B.S. degree from the California Institute of Technology and his M.S. and Ph.D. degrees from the University of California at San Diego. He came to UW in 1980, following two years of post-doctoral work at the Roche Institute.

Vern E. Shelton - Assistant to the President for Information and Director of University International Programs, he has been at UW since 1966. He holds a B.S. degree in journalism from UW and worked as a reporter and editor in Sheridan and Laramie, Wyoming.

Dr. H. Wells Singleton - Is Professor and Head of the Department of Curriculum and Instruction. He holds bachelor's degrees from UW and Southern Methodist University and a Ph.D. degree from Stanford University.

Dr. Gary Lee Smart - is an Associate Professor of Music. An accomplished pianist and composer, Smart has performed with such notables as Henry Mancini and Andy Williams. He holds a bachelor of music degree from Indiana University and a master's degree and doctorate from Yale. He joined the UW faculty in 1978.

Dr. Nancy Lea Stanton - Associate Professor of Zoology and Physiology, she joined UW's faculty in 1972. She holds a Ph.D. degree from the University of Chicago and a B.S. degree from Creighton University. A specialist in community ecology, she was director of the National Science Foundation's ecology program during 1983-84.

Dr. James Todd - Assumed his duties as UW Vice President for Finance in 1983 after holding a similar position at Portland State University. He holds a bachelor's degree, a master's degree, and Ph.D. degree from the University of Colorado. He taught history and served as Administrative Assistant and Executive Vice President at Kearney (Nebraska) State College before moving to Portland in 1975

PARTICIPATING UNIVERSITY OF WYOMING TRUSTEES

Ford T. Bussart - A Green River, Wyoming attorney and former Wyoming legislator, he was appointed to the University of Wyoming Board of Trustees in 1985. He also has had extensive community college involvement. Bussart earned a B.S. degree and a J.D. degree with honors from the University of Wyoming.

John T. Hinckley - Professor Emeritus of History and Political Science at Northwest Community College in Powell where he taught from 1948 to 1980. Hinckley, appointed a Trustee in 1983, holds bachelor's and master's degrees from UW.

Leo P. McCue, Jr. - Has served as a UW Trustee since 1975. A lifetime Laramie resident, McCue is executive director of the Wyoming State Liquor Association. He is a past president of the UW Trustees, and is a UW alumnus. In 1982, he was nominated for the Distinguished Service Award of the Assosciation of Governing Boards of Universities and Colleges.

Gordon M. Mickelson - A Big Piney rancher, currently serving as Trustee President. Mickelson earned a UW degree in agriculture and is now in his second six-year term as a University of Wyoming Trustee. Prior to his appointment as a Trustee, Mickelson served in the Wyoming legislature and was a Director of the UW Alumni Association.

Dr. Brian Miracle - Holds three degrees in political science, counseling, and psychology from the University of Wyoming. He is a psychologist in private practice in Lander, Wyoming. Miracle joined the UW Trustees in 1979 and currently is secretary of the board. He is Past President of the Wyoming Psychological Association. For seven years, he was chairman of the Wyoming Parole Board.

Thomas A. Sawyer - A UW alumnus and Laramie native, Sawyer was appointed to the UW Board of Trustees in 1981. Prior to his retirement, Sawyer served many years as postmaster in Sheridan, Wyoming. In May, 1986, Sawyer was elected Vice President of the University of Wyoming Trustees. He is a past President of the UW Alumni Association and served two years as President of the Wyoming Community College Commission.

Robert P. Schuster - Appointed a UW Trustee in 1985, he is a partner in the Jackson, Wyoming law firm of Spence, Moriarity and Schuster. An honor graduate of the UW College of Law, he also earned a LL.M. degree from the Harvard Law School and an A.B. degree from Yale College. Schuster was deputy county attorney of Natrona County for two years before entering private practice.

Carlin Smith - Now completing his second six-year term as a University of Wyoming Trustee, he is a long-time Cheyenne businessman involved in investments and banking. He has served on virtually every Trustee committee and has been particularly effective in areas of investments, budgets, physical plant, personnel, and intercollegiate athletics.

David W. Updike - Graduated from UW with a B.S. degree in geology. He is president and general manager of Updike Brothers Oil Well Service and Oil Information Reporting Service in Newcastle, Wyoming. He joined the Trustees in 1982. He has been closely involved with the Newcastle school board and served on the board of directors of the University of Wyoming Alumni Association prior to his appointment as a UW Trustee.

Dr. Donald L. Veal - Assumed the UW presidency in 1982, after having served as Vice President for Research, as head of the Department of Atmospheric Science, and as a faculty member. He earned both his master's and doctorate degrees in civil engineering from UW. He is an ex-officio Trustee.

Lynn O. Simons - State Superintendent of Public Instruction, she serves as an ex-officio Trustee. She was elected to state office in 1978 after experience as a teacher at the junior high school, high school, and college levels. She holds a B.A. degree from the University of Colorado and has completed some graduate work at UW.

Rich Jamieson - Represents UW students as an ex-officio Trustee. He is a senior finance major from Big Piney, Wyoming, who was elected student body president in spring, 1986, to serve during the 1986-87 academic year. Jamieson was student body vice president in 1985-86.

SYMPOSIUM MODERATOR

Dr. Walter F. Eggers, Jr., was appointed dean of the University of Wyoming College of Arts and Sciences in May, 1985, after teaching in that college since 1969. He served as faculty adviser to the Arts and Sciences dean for 1980-81, was acting director of the UW libraries for 1981-83, and headed the UW Department of English beginning in 1982. Eggers received the 1975 Amoco Foundation Meritorious Teaching Award. He holds a B.A. degree from Duke University, studied at the University of Hull in England, and earned a Ph.D. degree in English Renaissance literature from the University of North Carolina.